

Mediating Effect of Psychological Capital and Academic Achievement on Left behind Children in Rural Areas

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Abstract. The study shows that long working hours of parents will have a negative impact on children's performance, and the impact is unlikely to be offset by increasing family income; even if parents return home, it will not significantly improve children's performance. This shows that left behind phenomenon has adverse effects on children's learning. Psychological capital is a positive psychological resource owned by individuals, and a positive psychological force of similar states. On the one hand, psychological capital can directly act on academic performance, producing a gain; on the other hand, a good school atmosphere will play a positive role in promoting the development of students' psychological capital. This paper focuses on the analysis of survey data to explore the role of psychological capital in the adjustment of rural left-behind children's academic performance, so as to provide some ideas to improve the academic performance of Left-behind children.

Keywords: left behind children, academic achievement, psychological capital, mediating effect.

1. Questions Put Forward

Left-behind children refer to the minors whose parents or one of them has been moving to other areas for more than half a year and whose children remain in the place of residence but can not live with their parents. Adolescence is an important period of individual development, especially with the advent of adolescence, left-behind children have undergone great changes in physiology and psychology, which will have an impact on their lives and learning. Research shows that the rural left-behind children generally have depression, anxiety, loneliness and other psychological problems, as well as family education and school education seriously disjointed caused by learning anxiety, academic performance decline and other academic problems. Hobfoll believes that psychological capital elements such as self-efficacy and optimism are the key psychological resources that individuals generally possess, and have the function of managing and adjusting other psychological resources to achieve ideal results. Therefore, the study of psychological capital on the adjustment of rural left-behind children's academic performance has certain theoretical and practical significance.

2. Research Process

2.1 Object of Study

The left behind children in 4 junior high schools in XX province were sampled by cluster sampling. The screening criteria for left-behind children were: 1) both parents or one of them went out to work; 2) working out for more than 6 months. A total of 440 questionnaires were distributed and 392 valid questionnaires were collected, with an effective recovery rate of 89.09%. Among them, 111 (28.3%) were boys, 278 (70.9%) were girls, 3 (0.8%) were lack of gender information, 139 (35.5%) were junior one, 134 (34.2%) were junior two, 117 (29.8%) were junior three, and 2 (0.5%) were lack of grade information.

2.2 Research Tools

2.2.1 Psychological Capital Questionnaire

A self-compiled psychological capital questionnaire was designed, which included 22 questions from five dimensions: self-control, tolerance, hope, optimism and self-confidence. Adopting the 5 point scoring method, 1 represents "totally inconsistent" and the 5 represents "complete compliance".

2.2.2 Academic Achievement Scale

In this study, students'academic performance was measured by means of self-assessment. Students were asked to grade their own Chinese, math and English courses in Grade 5, one for "very bad" and five for "very good". The higher the grade, the better the students perceived the results.

2.2.3 Statistical Methods

SPSS19.0 and MPLUS7.0 software were used to analyze and analyze the data, and P<0.05 was statistically significant.

2.3 Research Findings

Table 1. gender differences in mental capital and academic performance of left behind children

variable	Sex		F value	P value
	Schoolboy(n=111)	Girl student(n=278)		
Psychological capital	3.39±0.56	3.36±0.52	0.23	>0.05
Academic achievement	2.37±0.83	2.76±0.80	18.31	<0.001

Table 2. differences in psychological capital and academic achievement data of left behind children

variable	grade			F value	P value
	First day(n=139)	First two(n=134)	Junior middle school(n=117)		
Psychological capital	3.44±0.51	3.43±0.49	3.23±0.58	6.14	<0.01
Academic achievement	2.70±0.83	2.75±0.82	2.48±0.81	3.75	<0.05

From Table 1 and Table 2, it can be seen that there are significant differences in academic scores between different sexes of students, girls'academic scores are significantly higher than boys. The scores of mental capital and academic achievement of students in different grades were significantly different. The scores of mental capitals of students in junior one and junior two were significantly higher than those of students in junior three, and the scores of academic achievements of students in junior two were significantly higher than those of students in junior three.

Table 3. correlation matrix between psychological capital and academic achievement of left behind children

variable	1	2	3	4	5	6	7	8
1.school atmosphere	1							
2. automatic control	0.506△	1						
3. tolerance	0.392△	0.428△	1					
4. hope	0.370△	0.515△	0.386△	1				
5. optimistic	0.205△	0.249△	0.332△	0.318△	1			
6. confidence	0.184△	0.204△	0.077	0.195△	0.249△	1		
7.psychological capital	0.515△	0.759△	0.668△	0.724△	0.569△	0.560△	1	
8. academic achievement	0.308△	0.511△	0.148*	0.274△	0.161*	0.169*	0.399△	1

As shown in Table 3, there is a significant correlation between variables except self-confidence and tolerance. School climate is positively correlated with academic performance, mental capital and its dimensions are positively correlated with academic performance, and school climate is positively correlated with mental capital and its dimensions.

Table 4. correlation coefficient between psychological capital and Academic Emotion of left behind children

	Positive arousal	Positive low arousal emotion	Negative arousal	Negative low arousal emotion
hope	.443**	.658**	-.439**	-.584**
optimistic	.443**	.661**	-.293**	-.528**
self-confidence	.470**	.694**	-.410**	-.598**
toughness	.457**	.618**	-.410**	-.576**
Psychological capital	.499**	.728**	-.442**	-.635**

From the data in Table 4, we can conclude that psychological capital, hope, optimism, self-confidence and resilience are positively correlated with positive high arousal of Academic Emotion ($P < 0.01$), the correlation level is between 0.443 and 0.499, and the correlation level is between psychological capital and its various factors and positive low arousal of Academic Emotion ($P < 0.01$). Between 0.618 and 0.728; Psychological capital and various factors were negatively correlated with negative high arousal Academic Emotion ($P < 0.01$), and the correlation level was between - 0.442 and - 0.293; Psychological capital and various factors were negatively correlated with negative low arousal Academic Emotion ($P < 0.01$), and the correlation level was between - 0.635 and - 0.293. 0.528 between.

3. Discussion

3.1 Correlation Analysis between Psychological Capital and Academic Achievement of Left behind Children in Rural Areas

This study finds that psychological capital plays a completely mediating role in the regulation of academic performance, which can be explained from the following aspects. The overall psychological capital and the factors of hope, optimism, self-confidence and resilience of left-behind children in rural areas were positively correlated with learning input and its factors. That is to say, the psychological capital of rural left-behind children has an important impact on academic performance, and can significantly predict the level of learning input. This is similar to previous research results, Ding Yi and Zhang Leming (2014) study that college students' psychological capital has a significant predictive effect on learning engagement. Zhang Rong (2014) showed that there was a significant positive correlation between psychological capital and academic performance of medical students. As a positive state of mind, the higher the level of psychological capital, the higher the level of learning input; on the contrary, students with lower psychological capital often can not correctly understand themselves, and their willpower is not firm, which leads to a lower level of learning input. Learning is the main task of left-behind children in rural areas. Improving the level of learning input of left-behind children in rural areas will help to improve the learning efficiency of left-behind children in rural areas so as to improve their academic performance. Therefore, educators and parents can start with psychological capital and draw lessons from existing research results by improving the level of students' psychological capital. Achieve the promotion of students' learning input.

3.2 Suggestion

The results of this study show that the mental capital level of rural left-behind children is at a higher level, and their academic emotions are mainly positive academic emotions, and their level of learning engagement is higher. The psychological capital of left behind children in rural areas plays a significant mediating effect on student achievement. Therefore, based on the results of this study, the author makes the following recommendations:

(1) strengthen the education of students' mental health. This study shows that the level of psychological capital of left-behind children in rural schools is high, and their academic emotions are mainly positive emotions. Their academic performance is in the middle and upper level, but some students are not in good condition. This reminds us that at this stage, schools should pay attention to

the establishment and implementation of mental health courses, so that students can receive psychological guidance from professional teachers. Teachers and parents should increase their knowledge of mental health, understand the laws and characteristics of adolescent psychological development, and pay more attention to puberty problems. Only by creating a good atmosphere for students' psychological development can students' psychological capital develop steadily and encourage students to study with positive emotions so as to improve their academic performance.

(2) Teachers and parents should appropriately praise and praise students in their learning activities, and be good at discovering the advantages of students when evaluating students. Different praise methods should be used for different students to stimulate students' self-efficacy, so that students can get more positive emotional experience, so as to establish self-confidence and improve enthusiasm.

(3) students should establish correct goals in their learning process. Studies have shown that setting the right goal orientation can increase positive emotional experience. Therefore, students in learning activities to fully understand themselves, understand their own weaknesses and development space, reasonable planning of learning activities, to develop their own goals. Educators should also conduct proper guidance to students instead of making excessive demands or tasks.

(4) Educators can take the construction and development of students' psychological capital as a way to improve students' academic performance, and enhance the level of students' learning input by strengthening the hope, optimism, self-confidence and resilience of students' psychological capital. For example, let students get more positive feedback in learning, through the enrichment of teaching forms to enhance students' interest in learning, frustrated education for students to improve their ability to resist setbacks.

(5) Teachers should be aware of the differences in gender and grade in the psychological capital, academic emotions and learning input of rural left-behind children in the process of teaching, so as to teach them in accordance with their aptitude and with a clear aim. According to the characteristics of boys and girls in different grades, students should be targeted to guide and teach.

(6) society should pay more attention to the differences between urban and rural education. At present, urban children are better than rural left behind children in terms of psychological capital and academic achievement. This enlightens us to invest more resources in rural education, improve the teaching equipment in rural schools, strengthen the training of rural teachers, such as sending them to the countryside, to improve their professional quality and mental health, and to achieve the mobility of teachers' resources by means of supporting education or regular exchange of teachers.

Acknowledgements

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